

Briefing Note 2.5 - NEXT STEPS

WHAT DO WE MEAN BY 'NEXT STEPS'?

In mainstream schools, curricula are generally broken down into curriculum years and all pupils work towards these (more or less) in unison. In SEN, however, curricula and performance objectives are very varied and pupils work at their own pace and towards individual targets. Often, these targets are laid out in a variety of development schemes or assessment frameworks.

So, establishing, within a teaching team, what each child should be working on at any point in time can be tricky – or time consuming. Earwig has created the Next Steps feature to make this easier and to ensure that everyone is (literally) on the same page.

The object of the Next Steps feature is to provide teachers with a 'To Teach' list for each pupil which automatically updates, as records are created and tasks achieved are ticked off.

It is also sometimes used by the SLT to provide their teams with direction and monitor activity.

1 The Next Steps List

The object of the Next Steps exercise is to come up with an easily understood list of activities for each child. This can be sent electronically or printed and put into folders or stuck on the wall.

The list looks like this. Each Next Step is shown against the relevant Subject, Outcome or Long Term Objective, to put it into context.

When a Next Step has been evidenced as completed (by way of an Earwig Record) it is automatically removed from the Next steps list. So the list should always be current.

This list is organised by Pupil. But a button in the list header will reorganise it by Subject or Outcome. So individual subject teachers can each have their own list.

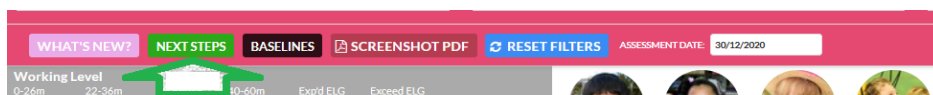
Elm	NEXT STEPS BY PUPIL	EYFS: Areas of Learning
Communication & Language		
Elysia Atherton		
Listening and attention	Exceeding ELG	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.
Speaking	Exceeding ELG	Children show some awareness of the listener by making changes to language and non-verbal features. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Expected ELG		Children express themselves effectively, showing awareness of listeners needs.
Understanding	Exceeding ELG	After listening to stories children can express views about events or characters in the story and answer questions about why things happened.
Macey Cartwright		
Listening and attention	Exceeding ELG	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.
Speaking	Exceeding ELG	Children show some awareness of the listener by making changes to language and non-verbal features. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Expected ELG		Children express themselves effectively, showing awareness of listeners needs.
Understanding	Exceeding ELG	After listening to stories children can express views about events or characters in the story and answer questions about why things happened.
Alfie Greenwood		
Listening and attention	Exceeding ELG	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.
Speaking	Exceeding ELG	Children show some awareness of the listener by making changes to language and non-verbal features. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Understanding	Exceeding ELG	After listening to stories children can express views about events or characters in the story and answer questions about why things happened.

Teacher Briefings



2 Identifying the Next Steps for a Pupil

You start the process of selecting the Next Steps for each pupil by hitting the green NEXT STEPS button on the Assess Grid filter panel. What you will see is the same Assess Grid but the information in each cell is different.



If you open the subject cascade (left panel) down to the lowest (statement) level and click on a cell, instead of grades you will see the little 'two footprints' icon indicating that target as a Next Step. You

can select these individually or, by using the Assess All column, do a whole group at the same time.

THE NEXT STEPS SCREEN

BACK TO ASSESS TOGGLE NEXT STEPS

Working Level: 0-26m, 22-36m, 30-50m, 40-60m, Exptd ELG, Exceed ELG

SEN Demo School Assess All

EYFS: Areas of Learning

Communication & Language

Listening and attention

Understanding

Speaking

Exceeding ELG

They recount experiences and imagine possibilities.

Children show some awareness of the listener by making changes to language and non-verbal features.

They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Expected ELG

Children express themselves effectively, showing awareness of listeners needs.

ASSESS ALL

Ollie Rawson

Lola Ogbodo

M Cartwright

A Greenwood

E Atherton

Pupil Notes Next Steps

Evidence records count

Next steps count

Click on the cell to bring up the Next Step icon.

By opening up the subject cascade you can clearly see both the current grades for each pupil for each target and also what has been selected to be tackled next.

The numbers in the cells at the Topic and Subject levels show the number of Next Steps selected for that pupil for that Topic or Subject.

The number in the little grey adjacent circle shows the number of evidence records already in place for that Topic of Subject. Clicking on the number brings up the relevant Evidence List, as in the Assess Grid. So you can check on what has already been done against a target before deciding whether to set it (or keep it) as a Next Step.

One way to remove a statement as a Next Step is to click on the relevant icon and select the blank square. The other way is to create a record and link it to that statement. The system then assumes that the Record provides evidence that this activity is no longer a Next Step and removes the icon. But, if further work on that target is required, the user creating the Record can reinstate the icon during the Record creation process.

Teacher Briefings



3 Producing the Next Steps Lists

Once you have identified all the Next Steps for a particular Subject area or group of pupils, just click on the 'pen & paper' icon for that Subject (or Topic or even the whole framework).

This brings up the next Steps list which can be presented either by pupil (as in the image on Page 1) or by Subject and Topic – as here.

Hit the PDF button to save this, send it or print it.

Assessment Grid 2020 - 21
Next Steps Tracker

Select Class or Year
Elm Oak Pear Pine Sycamore Willow Year 1 Year 2 Year 3

OR SELECT GROUP
- FILTER Show All

SHOW THESE SUBJECTS
All

Working Level
0-26m 22-36m 30-50m 40-60m

Grades
Entering Developing Secure

SEN Demo School Assess

EYFS: Areas of Learning

Communication & Language

Listening and attention

Understanding

Speaking

Ollie Rawson
Pupil Notes
Next Steps

12 11 8 5 2 2

Elm NEXT STEPS BY SUBJECT EYFS: Areas of Learning

Communication & Language

Listening and attention

Exceeding ELG

Children listen to instructions and follow them accurately, asking for clarification if necessary. Alfie Greenwood Elysia Atherton Lola Ogbodo Macey Cartwright Ollie Rawson

They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly. Alfie Greenwood Elysia Atherton Lola Ogbodo Macey Cartwright Ollie Rawson

Communication & Language

Listening and attention

Expected ELG

Children listen attentively in a range of situations. Lola Ogbodo Ollie Rawson

They give their attention to what others say and respond appropriately, while engaged in another activity. Lola Ogbodo Ollie Rawson

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Lola Ogbodo Ollie Rawson

When sorted by Subject, the list provides an excellent aide-memoire and as a starting point for a lesson plan.

Teacher Briefings



4 Using Next Steps When Creating a Record

As long as you only have ONE pupil selected when you create a record to evidence a particular activity, when you open up an assessment framework, right down to the lowest (statement) level, you can see which statements have been identified as Next Steps (the Next Steps box is ticked).

At this point, some teachers like to think about adding further targets as Next Steps, by clicking on the box. They can also open other Topics in the framework and select a whole array of Next Steps while they have this particular child in mind.

AET 2.0: Autism Spectrum Progression (IC.1) +

✓ COMMUNICATION AND INTERACTION 15

✓ 7. Non-verbal communication 2

7.3 Understands non-verbal communication 1

✓ 7.2 Shows evidence of 'active listening'

Makes relevant comments in response to what they have heard	☐	Next Step
Indicates when they do not understand something they have heard	☐	Next Step ✓
Indicates interest or agreement using gesture / vocalisation	☐	Next Step ✓
Indicates engagement through facial expression / body language	☐	Next Step
Looks / turns towards person who is communicating	☐	Next Step

7.1 Adapts communication / behaviour to suit situation 1

6. Conversations 1

When you tag a statement to the record (by selecting the grey lozenge) the system removes the Next Step 'tick'. This is to save the teacher having to remember to do this. So, if the teacher feels that this target should remain as a Next Step for the child then all they have to do is tick the Next Step box and the little 'tick' is reinstated. So that target remains a Next Step.

5 Summary

Some special schools make the Next Steps feature central to the way they work. Others don't use it at all. Whether this works for your school (or class) is entirely up to you but now at least you understand how it works!

If you don't have this feature in your school account, ask Customer Services to switch it on for you.

Teacher Briefings



APPENDIX 1

Pupil Reports Can Also Show Next Steps

It is also possible to configure Earwig Pupil Reports to show parents what each child is working on – or to include this information in more comprehensive end-of-term or end-of-year reports.

SEN Demo School




REPORT
YEAR 2020 / 2021
AET 2.0: AUTISM SPECTRUM PROGRESSION (C.1)
DATE: 31/12/2020
ELM

Elysia Atherton

Working Level

Early days
Developing
Establishing
Generalising

My next steps

7

Asks relevant questions	☐	x
Ends conversation using conventional strategies	☐	x
Indicates interest or agreement using gesture / vocalisation	☐	x
Indicates when they do not understand something they have heard	☐	x

My next steps

7

Attends to focus of group activity (adult-led)	☐	x
Attends to peer who is focus of structured activity	☐	x
Demonstrates interest in activity of group from a distance	☐	x
Joins structured group activity for a short period	☐	x

My next steps

8

Calms / increases alertness in response to movement break	☐	x
---	--------------------------	---

My next steps

4

Makes a plan for an activity based on information available	☐	x
Rearranges items when category is changed	☐	x
Sorts objects into given categories	☐	x
Sorts objects which are the same	☐	x